



## Micro Teaching: for the Teaching Practice Performance

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### Abstract:

*Micro-teaching and teaching practices are two integral parts of teacher education programme. Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. The core skills of microteaching such as presentation and reinforcement skills help the novice teachers to learn the art of teaching at ease and to the maximum extent. The impact of this technique has been widely seen in various forms of education such as health sciences, life sciences, and other areas. This paper presents an outline of the various phases of microteaching, core teaching skills.*

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**Keywords:** *Microteaching, teacher training, teaching skills, teach-re teach*

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### 1. Introduction

Teachers Training: Teaching is an art and like all other arts it can be learned with varying degrees of proficiency. Some teachers are born teachers and they can be good teachers without learning the art of teaching. a teacher requires sufficient amount of practical training in his/her future job. Pre-service training is needed to provide the formal and informal activities and experiences that help to qualify a person to assure the responsibilities of a member of the educational profession or to carry out his responsibilities more effectively. The major purpose of initial or pre-service training is to familiarize teachers with the general school atmosphere and to develop in them some basic professional skills. In this way the teacher education is a continues process.

### 2. Definition of Microteaching

**Microteaching** is a technique aiming to prepare teacher candidates to the real classroom setting (Brent & Thomson, 1996). **Microteaching** can also **defined** as a teaching technique especially used in teachers' pre-service education to train them systematically by allowing them to experiment main teacher behaviors.

### 3. PURPOSE

**Micro-teaching** is a **teacher** training and faculty development technique whereby the **teacher** reviews a recording of a **teaching** session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their **teaching** technique.

**Micro-teaching** is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique. Micro-teaching was

invented in the mid-1960s at Stanford University by Dwight W. Allen, and has subsequently been used to develop educators in all forms of education.

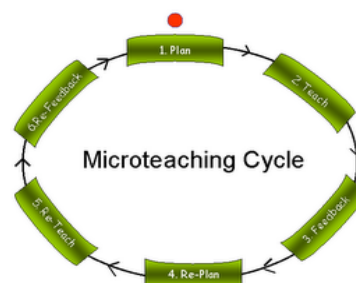
#### 4. Concept of Micro-teaching

Micro-teaching is a training concept that can be applied at the pre-service and in-service stages in the professional development of teachers. Micro-teaching provides teacher with a practice setting for instruction in which the normal complexities of class- room are reduced and in which the teacher receives a great deal of feedback on his performance. To minimize the complexities of the normal teaching encounter, several dimensions are limited. The length of the lesson is reduced. The scope of the lesson is narrowed, and the teacher teaches only a few students.

Basically in micro-teaching, the trainee is engaged in a scaled-down teaching situation. It is scaled down in terms of class size, since the trainee is teaching a small group of 5-10 pupils. The lesson is scaled down in length of class-time and is reduced to 5-10 minutes. It is also scaled down in terms of teaching tasks. These tasks may include the practicing and mastering of a specific teaching skill such as lecturing or teaching explanation, questioning or leading a discussion; mastering of specific teaching strategies; flexibility, instructional decision making, alternative uses of specific curricula, instructional materials and class- room management. Only one skill or task is taken up at a time. If possible micro-lesson is video-taped or tape-recorded. The student-teacher immediately views his lesson, evaluates it, amends his approach, re-teaches the lesson to another group of pupils, reviews and evaluates.

#### 5. Features of Micro-teaching

1. Micro-teaching is relatively a new innovation in the field of teacher education
2. Real teaching: Micro-teaching is real teaching but focuses on developing teaching skills.
3. Scaled down teaching: Micro-teaching is a scaled down teaching:
  - (i) To reduce the class size to 5-10 pupils.
  - (ii) To reduce the duration of period to 5-10 minutes.
  - (iii) To reduce the size of the lesson.
  - (iv) To reduce the teaching skill.
4. Individualized device: Micro-teaching is a highly individualized training device.
5. Providing feedback: It provides the adequate feedback for trainee's performance.
6. Device for preparing teachers: Micro-teaching ia a device to prepare effective teachers.
7. Selection of one skill: It provides opportunity to select one skill at a time and practice it through scaled down encounter and then take others in a similar way.
8. Use of videotape and closed circuit television makes observation very effective.
9. Micro-teaching is an analytic approach to training.



#### 6. Review of Related Literature

Micro-teaching was developed at Stanford University California, United State of America in 1963 and it is now an integral part of teacher education programme worldwide. Therefore, it is one of the recent innovations included in teacher education with a lot of positive aspects. Undiyaundeye and Inakwu, (2013) were of the opinion that micro-teaching is one of the recent innovations in teacher education programme which aims at modifying teachers behavior according to modified objects. Aggrawal,

(2006) was of the view that microteaching is a training programme that aims at simplifying the complexities of teaching process. Mahmud and Rawshon, (2013) summarized that micro-teaching is an instrument for teacher training and it offers the students the opportunity to practice teaching activities under controlled and simulate circumstances.

Owosu and Brown, (2014) were of the view that teaching practice is an important stage in the professional development of teachers and it provides an opportunity for pre-service teachers to apply the knowledge and theories learned on campus to real classroom. Akanbi and Usman (2014) in their correlational study of NCE physics students' performance in microteaching and teaching practice found out there was no relationship between the scores of the two programmes. Therefore, micro-teaching performance cannot be used to predict the performance of students in teaching practice in their study. They also found out that there was no significant correlation in the scores of micro-teaching and teaching practice of the same students (physics students). Therefore, this also implies that the performance of students in micro-teaching may not be a predictive for teaching practice. In another vein,

### 7. Merits of Micro-teaching

1. It is a useful innovation in teacher education.
2. It develops greater awareness of individual differences.
3. It helps the teacher trainee of many problems such as indiscipline and anxiety.
4. It helps the teacher to prepare in better way.
5. It helps to reduce strain on practicing school.
5. It is quite suitable for refresher courses.
7. It is quite helpful in faster motivation of the students.
8. It is concerned more with self-improvement and self-evaluation.
9. It helps in creating more interest and enthusiasm towards teaching.
10. It helps to develop greater understanding of teaching
11. It generates self-confidence.
12. It helps to develop a healthier attitude towards criticism.
13. It makes teaching more enjoyable.
14. It creates greater awareness of verbal and non-verbal communication.
15. It helps in proper planning of lessons.
16. It is quite useful in teaching the same unit again.

### 8. Limitations of Micro-teaching

1. It fails of provide necessary training to teacher to teach in a normal class-room.
2. Limited number of students fails to arouse interest in teaching.
3. It is only of a limited application.
4. They require more time for planning.
5. Some-times it becomes difficult for the teacher to divide a bigger unit into smaller units.
6. Many times it creates administrative difficulties.
7. It hampers the class-room climate.
8. It is an artificial situation.
9. It requires the supervisors to be more critical.
10. It requires insightful supervisors.

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